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THE NEXT STEP.

At the annual meeting of the Massachusetts State Teachers' Association, held in Boston in 1863, the following question was discussed :

“What is the Next Step to be taken by Educators to secure the Highest Interests of Education in the Commonwealth?”

In the discussion of this question a jurist and law professor and member of the Board of Education, a recent secretary of the Board and present representative in Congress, educational savans, and distinguished professional and practical teachers, participated. The remarks were of a high order, and the points taken were strongly and eloquently sustained.

The thoughts suggested at that time, and on other occasions since, when the same topic has been presented in other forms, have provoked this article for the *Teacher*. The fact that no two of the leading speakers, in the discussion alluded to, proposed the same step as the one next to be taken, will relieve us, we trust, from the appearance of egotism or presumption, if we attempt to show that the next step, the one which needs most to be taken, which promises best results, and which is most comprehensive, differs from all that have been proposed, or rather comprehends all.

One speaker would make moral education the next step ; another thought that instruction in patriotism, or love of liberty and country, should be the highest, and best, and next step of the school ; others claimed that the next step was to secure for our vocation the rank of a distinct and acknowledged profession.

Massachusetts has made progress during the last three decades, of which all her people may feel proud, and from which other and younger states have profited much. Having the advantage of time and of her experience, the pupil has, in some cases, outstripped the teacher ; and the parent Commonwealth sits modestly and thankfully at the feet of her children, and learns back, in an improved form, what she first taught them. Massachusetts was the first to legislate in regard to free schools, as she was the first to establish a college and a university. She was the first to establish normal schools and a State Board of Education ; first also to grant pecuniary aid to state and county educational associations. The American Institute of Instruction, with a history of thirty-five years, and the State Teachers' Association of twenty years, together with the various county associations, all receive the patronage and the annual bounty of the state. If we mistake not, Massachusetts was the first to make education free to all the children within her borders, irrespective of property, social standing, nationality, or color ; and we may add, that, in proportion to her population, she pays more than any other state, and, with a single exception, nearly double the amount of any other, for public education.

But time and space would fail us to enumerate. In the improvement of school-houses, the grading of schools, in the introduction of blackboards, maps, and apparatus into the schools, in providing for the instruction of the blind, the deaf and dumb and the idiotic, in the elevation of the vocation of the teacher, and, in short, in all that goes to make up the present educational status of the country, Massachusetts, if she has not always been first, has certainly been among the first. Certainly, history will never cease to record that, in the vast and mighty procession of events through which our country has passed and is still passing, Massachusetts has marched in the front rank. Her sons first met the foe at Lexington in 1775, and we too well remember the hallowed commemoration of that 19th of April and its baptism of blood by that noble Massachusetts

6th, as they hastened, first in all the land, to the great sacrifice, that they might purchase for us and for all time so great a deliverance.

We have thus briefly indicated some of the steps of progress which Massachusetts has taken in the work of education. What seems to us to be most needed now, and what, we think, is to be the great onward movement, is a work not so much upon the schools themselves as upon the parents and the community at large. There needs to be a great awakening here.

Many of the best friends of Sabbath schools feel a serious apprehension lest all the good which they accomplish shall be more than counterbalanced by one growing evil, the release of parents from the feeling of personal responsibility in the religious education of their children. These schools were first organized to meet the wants of those who were destitute of the means of religious instruction, but they have come to be patronized by all classes. If they are used as aids and auxiliaries, it is well; but if it shall be found that they have superseded the religious instructions of the father and the mother in the family circle, on the Sabbath and on the week-day, if they have caused parents to be less solicitous for the religious instruction and personal salvation of their own children, then far better that the benevolence of Robert Raikes had taken some other form, and that these cherished institutions of the churches had never been instituted.

What is true of Sabbath schools is even more apparent in regard to common schools. Parents have come to feel that their work is done when they have paid their taxes and sent their children to school, and they have transferred all further responsibility to the school committee and the teacher. How many parents know anything of the course of study their children are pursuing, except that it is prescribed by the committee? How many know anything of the merits or demerits of the text-books which they use? How many have given any thought to the hours of study, the relations of the branches pursued to the practical work of life, the order of study as related to the natural order of mental development, or to the best means of physical or of moral culture? We speak not of parents who are themselves ignorant and uncultivated, but of those who are educated and who are intelligent upon business, politics, and all the topics of every-day life, whose opinions are

respected, and who are accustomed to think and judge for themselves. How many parents are in the habit of visiting the schools where their children attend, to observe the methods of instruction and discipline, to assure the teacher of their hearty coöperation, and their children of their personal interest in their work? How many, on the other hand, do not know their children's teachers either by sight or name? They have brought up large families of children without ever having had one word of conference with those to whom they commit the entire work of their education.

Farmers meet once a year to compare stock and produce, and to discuss topics pertinent to their business. They have their weekly agricultural paper, which they support and read. These papers treat of the best methods of increasing the quantity of potatoes, cabbages, corn, or onions, to the acre, of rearing colts and fattening swine, and of other kindred topics which interest farmers, many of them parents, very deeply. Mechanics and manufacturers have their fairs and their peculiar and special literature. Teachers have their county, state, and national conventions, which they attend, frequently at very considerable expense, taking the time from their vacations. They have their professional literature, which they support by pen and purse.

Can any one tell us when and where parents hold their *fairs* or their *county and state conventions*? What are the names of some of the educational papers subscribed for and read by parents? We do not find them upon our exchange list.

Parents are made by God the natural and responsible educators of their own children. The oft-quoted remark, that the teacher is "*in loco parentis*," is true only in a limited sense, and this not by any natural or inherent right, but by a right delegated by the parent himself; and yet, if we look at the matter candidly to-day, we shall find that not only all instruction but all forethought and responsibility are being transferred from parents to teachers and school committees. A single illustration will show how entirely parents are absolved from responsibility by the prevalent public sentiment of the present day.

It is said, and the remark is too painfully true, that there is a great lack in the department of physical education; children are weak and puny; they break down in their school course, are unable

to endure hard study and vigorous discipline ; what should be to them a delightful and coveted task comes to be an unbearable burden. We have read in various forms of the "*Murder of the Innocents*" until we have come to half suspect a secret copartnership between the schoolmaster and the undertaker. Now, in all this, who is in fault ? or who is responsible ? The school committee and the teachers, of course. No one suspects that the home is to bear any portion of the burden. It does not matter that the children came into life with such delicate or imperfect organism or with such positive disease that the chances against life are more than in its favor ; nor does it matter that their habits of life, their diet, the air they breathe, the quality and quantity of their dress, their hours of sleep, may be such as to awaken suspicion of a third party in the copartnership just referred to : still it is the schools that must be put on trial, condemned and sentenced.

Every day's experience and observation make us painfully sensible of the want of a deeper and purer moral and religious element in our education. Children practise deception with a tact and foresight beyond their years ; they keep their word and are honest, because, having calculated the chances of detection, they judge it to be "*policy*" to do so ; they smoke choice cigars, discuss the qualities of wines and the vices of their times with a familiarity and intelligence which betoken a personal knowledge of the one, if not a participation in the other. Here, as before, we are informed that the responsibility rests with the school ; that if teachers were of a higher order, and were more faithful in precept and example, children would grow up to obey the precepts of their parents and to honor the laws of men and of God.

Farthest be it from us to attempt to palliate or excuse the shortcomings of teachers. They are human beings, as other men and women are, — not infallible, and yet, we think, as faithful to their trusts and as sensible of their responsibilities, and as desirous of doing their whole duty as men and women in other vocations. If the schools are not all that they should be, and teachers are not wholly what they should be, may it not be because the sentiment and the influence of the home and of the community at large are not what they should be ? Let parents become intelligent upon the threefold subject of physical, intellectual, and moral education ;

let children learn at home that health is better than luxury, that intelligence is more to be desired than much money, that moral character is not a commodity for the bids of the market, and that honesty is not "*policy*," but duty and highest privileges; let them learn that to "*dare to do right*" is highest courage, and that the Word of God is their final appeal; and there will be less complaint of the schools and more hope for the future of our institutions.

If we have not misapprehended the true state of the case in what we have written, then, without bating any effort upon the schools, the great work of our school committees, board of education, and secretary, should be to arouse the community at large, and especially parents, to a deeper sense and a juster appreciation of public education,—not that they may spend more money, but that they may spend *more thought*, and that both money and thought may bring a larger return. Make the parents of Massachusetts able to grasp and solve the educational problems of their time; let them take up the work as their own, deeply imbued with a sense of the weight of responsibility, and the greatness of the privilege to which God has called them; let them demand a higher grade of talent in the men whom they call to serve them as committees, and in the men and women whom they employ to assist them as teachers of their children, and the children of the children's children shall rise up and bless our noble Commonwealth, and make her to continue "*a praise among all people of the earth.*"

H.

HOW SHALL WE TEACH THE LITTLE ONES?

Most certain I am, my excellent friend, that you agree with me in considering the earliest steps of some, nay, of very marked importance in the school career. Our relative position being such at this moment, that no reply of yours could by any possibility reach my ear, it would be very cowardly in me to lay to your charge, for an instant, any sympathy with a remark once addressed to a candidate for the honor and emolument of a city teacher's post, viz.: "Anybody that knows her A B C can teach a primary school." It is impossible for me to convey to you, my distant

auditor, the contemptuous inflection that accompanied the foregoing quotation. Yet I think you cannot fail to gather their significance from the words themselves, even in their silent appeal to your eye. Let us do such a speaker the justice to suppose that his earlier notions of educational qualification had been fostered and confirmed in some rustic community, where the teacher's vocation was held an asylum for broken-down professionals, or hopeless imbeciles in other lines of business.

A wholesome criticism is welcomed rather than spurned by any well-balanced mind, even if directed upon its most proudly cherished achievements. In conversation the other day with a European gentleman of high standing in our midst, the thought ran upon the results of our popular mode of education. Said he, in reference to one of our prominent halls of learning, "It is actually painful to hear the pupils at the blackboard launch forth into such a wilderness of words, knowing so well that to claim an elucidation of their work on any other track than that of their accustomed form would cause their utter confusion ; their volubility is quite bewildering, while I am perfectly sure they have not mastered the principle involved." Shall our Massachusetts mettle rear and plunge at this caustic and sweeping comment on one of our pet institutions ? Nay, let us coax it into quiescence, and reconsider the possibility of there being some ground for the assertion. Allowing it for the time, even in the teeth of our pride, to be a fact, that so huge a blunder has grown with the growth and strengthened with the strength of our otherwise noble and beneficent school system, we may surely sift down and down till the mischievous radicle comes to the reformative light. In other words, taking a backward tour of inspection through the grades, finally sitting down in the midst of our tiniest disciples, we should find, I doubt not, ample ground for the inauguration of a more reliable method, should the necessity for such be proved. Granting then, once more, that a large proportion of cases appear in which the mental test betrays a palpably mechanic acquisition in place of the true spirit growth that belongs to culture, let us try to think up some unmistakable way of access to that inner sanctum of the child's understanding.

Suppose it morning, and we in the midst of that insignificant

little assembly known as an "alphabet school." Let us see, now, what are we expected to do for these immortal urchins? We will make an experiment or two, without much regard to order at first. For one thing, they are required to be initiated into the mysteries of those cabalistic signs that are supposed to harbor a liberal share of the wealth of English thought and imagination. How shall they attack those geometric marvels so as to lodge them in their yet feeble memories effectually enough for immediate practical purposes? Varieties of position have long since become familiar to their busy little eyes, in common household objects ; and although the names of those positions are a little tough at first, they are no more so than the designation of many of those same familiar objects that slide from their tongues with daily glibness. We will see to it first that they know, by the positive sense of feeling, their right hand from the left, testing it from different points of compass. Now they must learn the difference between right lines and curves ; then commit the terms perpendicular, horizontal, and right and left oblique, appealing the while to any and every object within sight for illustrating aid. Now they must understand the meaning of parallels, and right, obtuse, and acute angles ; these last can be defined as square, blunt, and sharp corners, presenting themselves in abundant illustration in any furnished room. But we must levy our tax upon many more mornings beside this, for means of riveting these needful preliminaries. Nothing but ample repetition, after the refreshment of rest and diversion, will serve such a purpose. Now these little explorers will delight to help us lay the line and plummet of their acquired principles to those stubborn subjects, the veteran *twenty-six*. Their bright eyes sparkle and the tiny ivories shine as we construct and demolish and reconstruct with scientific caprice. Here is a plain perpendicular ; what is it? "l." We rub off a bit toward the top, leaving the tip end for a dot ; *now* what is it? "i." We extend the lower end into a leftward curve ; *now* what? "j." And so on, to their edified amusement. Yet stay, little ones ; what your eye has conquered is not quite enough ; these little rebels have a message for your ear. They, some of them, speak double, ay treble, nay, one of the rascals even quadruple tones. Some consent to merge their identity into a yoked connection with other members of the body, for the

sake of a new compound ; while others meekly obey that injunction sometimes so crustily visited upon you youngsters, to "be *seen* and not *heard*." You will see by and by what they do it for, but listen now and help me mimic them. Most considerate reader, you acknowledge it impossible for us to "schoolmarm" it on paper in this direction, as the vocal organs require the resonance of atmospheric space for their vindication. So turn we to some other branch of primary industry. Stay, however ; one more item may enter our silent discussion of that topic. If we agree to drill our class in sounds grouped according to the organs producing them, guiding and strengthening those organs the while by appropriate gymnastic effort, we shall eventually find it a scarcely less benefit to the teacher than to the taught. The wee pupils need not be harassed with the pompous terms, labials, linguals, laryngeals, and aspirates ; but the imitation with daily persistence will make those of them, especially, whose lot in life should involve any considerable degree of vocal delivery, bless with all heartiness their early trainers.

These cherubs, now, must have a pioneer for the untried world of numbers. How aptly placed are their tiny digits for practical induction in the first steps of numeric mystery, holding in their unvaried limit the grand decimal nucleus ! We will call the collected number one ten, a single member one unit. Suppose the class to have mastered the names in the order of counting as far as ten. Hold up a finger ; how many ? "One." Hold another beside it ; how many now ? "Two." Take one away ; how many left ? "One." Take that away ; how many now ? "None." So on exhausting the combinations within ten. Show one finger on each hand ; two ones are ? "Two." Show two on each hand ; two twos are ? "Four," and so on. "How many ones in four ?" "Four ones." How many fives in ten ? "Two fives." And so forth. We 'll subject all the objects within reach to service in this numeric drudgery. Suppose the names of the numbers within twenty secured, and taking a numeral frame with ten beads on each of the ten wires, we slip an entire perpendicular row to the pupils' left. What do you see ? "One ten." Slips a single bead to its right side. How many now ? "Eleven." Then what is eleven made of ? "One ten and one unit," and so on. Now if we wish to

show these numbers by signs on a slate as we show words by letters, we make a little straight line for one ; a curve like this for two ; two curves joined like this for three, etc. If we wish to show that there are none at all, we make a sign like the letter O, and call it zero. To write ten, we place a one in a left-hand position like that of the row of beads on the frame, and put a zero on its right to show that there were no units beside. For eleven we erase the zero, and place a one on the right, to stand for the one unit beside the ten. Thus we may go on with two or more tens.

We shall agree, no doubt, that the accurate use of the pencil is a prime advantage in the culture of the little ones ; and if we give faithful copies on the blackboard, placing sidelong contrasts of good and bad specimens, we may secure great excellence from their restless hands in forming the geometric elements.

This, I must confess, my friend, has been a very one-sided discussion of these few school topics ; but I hope you will avenge yourself immediately by giving me in a similar form some practical suggestions in that all-important theme for primary instruction, — object-teaching ; showing what objects can best be brought forward for systematic development at so early a stage, also what form of physical training is best fitted to the relief and strengthening of the tender joints and muscles.

Let us search the book-shelves, too, for stories to read to the children, that shall involve moral truth in its most attractive and convincing form. Yet our own loving and truthful dealing will do a thousand-fold more than the stories.

J. P. T.

THE PHONIC METHOD OF TEACHING READING.

In this article I propose to review the writings of Rev. J. C. Zachos, relating to a "*phonic text*," which he claims to have originated, and, if space is allowed me, to add some remarks on the nature and capabilities of what is called the *phonic method of teaching the first steps of reading*.

Mr. Zachos presents himself before the public in the two-fold character of an educational reformer and a philanthropist. He

claims to have originated an extraordinary improvement in the method of teaching the art of reading, and invites the "coöperation of every friend of popular instruction, and every lover of his kind." He appeals to the "friends of education" to aid him in raising the sum of ten thousand dollars, in shares of ten dollars each, to promote the introduction of what he claims as his method, by printing books and employing teachers and lecturers. He proposes that the subscribers to the fund shall "constitute an association, to be called the American Phonic Association, for the advancement of reading among the unlettered classes," said "association to be a publishing society, like the Tract or Bible Society, and, like these, it may pay expenses by the sale of its books, while it receives donations, and expends surplus funds in furthering a good cause."

This is certainly a very novel scheme. No one can for a moment question its originality. It is wholly unique. Nothing can be found to match it in the history of school-book authorship. But it should not be condemned on account of its novelty. If the claims of its author as the originator of a new method of teaching reading are just and well-founded, then he ought to be encouraged and sustained. These claims, therefore, should be examined candidly and fairly, before declining to engage in an enterprise founded upon them, which aims to accomplish so much good. This I desire to do.

What, then, are the claims of this author? Let him answer in his own words. The first sentence of the introduction to his Primer is as follows: "For the first time in the history of the English language, a method is offered by which the reading of it can be taught rationally and phonically, or according to a fixed system of signs, and sounds corresponding; and this without altering its orthography or introducing any new signs of sound." This sounds to me like the announcement of a very great discovery,—something not much short of a miracle. But the author does not mean to be angry if his assertion is not at once assented to, for he adds, "To the superficial, and even the more studious observer, the chaotic and irregular powers of our letters, as signs of sound, must make the assertion above given appear incredible. To the phonetician it will doubtless appear absurd. Yet a careful exami-

nation of this manual will show that this result has been accomplished: and henceforth the English may be taught like those languages whose signs and sounds correspond; so that, knowing a certain number of signs, you can, with little exception, tell what sounds are involved in the words. *In other words, we may learn to read English by sound.*" I freely confess that these assertions did appear to me both "incredible" and "absurd." But I was in search of truth. I had for many years studied the subject of teaching reading by sounds and other methods, both theoretically and practically, but I did not suppose I had exhausted the subject. I was open to conviction, and so proceeded to examine the evidence. I have studied most faithfully and conscientiously the Primer, circulars, and other writings of this author, in explanation and defence of his extraordinary claim. My kindly personal relations to the author, and my respect for his philanthropic enthusiasm, made me very desirous of arriving at a favorable opinion of his pretensions as an educational reformer and an author, for I could not with any self-respect remain neutral in regard to this question, as I had in various ways been called upon to show my colors and declare my position in regard to it; and I was very reluctant to take ground in opposition to a scheme which proposed to help the very cause to which I have always been devoted. I therefore examined the evidence as one who desired to be convinced, that he might have the satisfaction of rendering a favorable verdict. But I was sadly disappointed. I found nothing new that was valuable. I found old things introduced with new names; and I regret exceedingly to say that I found the writings under consideration to consist mainly of four elements, mixed up in about equal proportions, viz.:—appeals to philanthropic sympathy (the sincerity of which I did not question), inconsistencies, errors, and unwarrantable assumptions. This statement may seem to be severe, but I will engage to justify it, if space is afforded me in these pages. There will be room in this article only for a few samples.

His pretended improvement is summed up in one of his circulars under two heads. The first is stated as follows: "The remedy consists in teaching, first, the *true phonology of the language.*" In what sense the word "phonology" is here used, I am rather at a loss to know. The proper meaning of the word is "a

treatise on, or the science of, articulate sounds, and their various modifications." Elsewhere he expressly disclaims having *improved* the phonology of the language. His words are these: "He has mistaken the point in question; which is, not whether this is a new and original method of stating the phonology of our language." And again, "The thing I commend to the attention of my fellow-teachers is not so much a *new phonology* of our language, but," etc. What he claims under this head must then consist in a new method of "*teaching*" the "*phonology*," or the science of the articulate sounds, of our language. But, after the most diligent search, I am unable to discover in his Primer any new expedient for teaching the sounds of the language, which is of any essential value. I know much is said about a "*phonetic alphabet*." Here is an old and very familiar thing furnished with a new name. Every element in it that is of any practical utility in teaching reading is common enough in spelling-books from Perry down to within a few years. The illustrations in confirmation of this statement are so numerous that it seems to me idle to specify them. It would be an easy matter to show that the "*phonology*" of our language is presented in several spelling-books, in a far more rational and practical form than that found in this Primer.

But it is unnecessary, perhaps, to say anything farther concerning this department of his claim, for he acknowledges that it is of little use except in its application to the new "*phonetic reading text*," which is the other and complementary part of his claim. But lest I do him injustice, I will quote his own words on this point: "But this knowledge is of little use to the pupil, unless he can *bring it to bear* in learning to read. The expedient which I offer for *applying phonology to reading* is the second and most important part of the remedy proposed. It consists in *a method* of printing the text of reading-books intended for pupils in elementary reading. I call this the *phonetic reading text*." Now what is this "*phonetic text*"? It is composed of four elements. First, the syllables are separated; secondly, silent letters are italicized; thirdly, certain vowels are marked; and, fourthly, irregular words are re-spelled. Where is the evidence that there is anything new in these elements, or in their combination, or application? They are found in the oldest spelling-books, and they are found in

those most recently published. They are found not only in words arranged in columns, but they are found in words arranged in lines as a running, or reading, text. Does our author say that these expedients were used only for "orthoëpic purposes"? He is quite mistaken. Professor Russell, in his letter, quoted by him, said truly that Fulton and Knight's speller was not "planned *exactly* as this." But while it is essentially the same in principle, it is, in my judgment, quite superior as a whole, the phonic text being on one page, and the true text being placed on the page opposite. The irregular words are re-spelled, the syllables are separated, and the vowels and consonants are marked when necessary.

The author says his use of the *digraphs* and the syllabic law seem to him to be "the distinguishing marks of the reading text," which he recommends. Here again are new names for old things. The *powers* of digraphs under the familiar names of diphthongs and double letters have been taught in a variety of ways, including this now under consideration. One author teaches them in a manner similar to this under the novel name of "double *echoes*." The only true way to learn them is by classified lists of words in which they occur. But an improvement is claimed in applying the "syllabic law." He says, "The lexicographers and spelling-books apply their marks as if there were no such law, and use it capriciously and inconsistently, sometimes to indicate etymology, and sometimes orthoëpy." How can a man professing to be a scholar, teaching the phonology of the language, and appealing to scholars and teachers, make such a statement as this? A mere glance at any of our dictionaries or spelling-books disproves it at once. Here is the doctrine as laid down in the new edition of Webster: "Words are *sometimes* divided into syllables for the sole purpose of showing their proper pronunciation, and *sometimes* in order to exhibit their etymological composition merely, without regard to their pronunciation. * * In the United States, the etymological principle is allowed to operate only in separating prefixes, suffixes, and grammatical terminations from the radical part of the word, *where this can be done without misrepresenting the pronunciation*. * * In this dictionary, words are *uniformly divided so as to represent their pronunciation in the most accurate manner*."

Now, Mr. Zachos follows our lexicographers in dividing his

words, or he does not. If he follows them, where is *his* improvement? if he does not, he sets his authority as an orthoëpist above the recognized standards. As a matter of fact, it appears that he does use the orthoëpic expedients of the dictionaries, and no others, and yet, by attempting to facilitate reading by a new division of syllables, he *misrepresents* the pronunciation. Here are a few specimens taken from a half a page of his "text," in which his pretended improvement is set forth: "Elemen'tary, en'a'bled, lan'guage, or'thog'rathy, introdu'cing, consis'ting, marked, where, represent', separating, syllables, distin'guish, con'sonant, divis'ion, fol'lowing." Taking the "key" and applying it to this "text," to see how the words are to be pronounced, and then examining their pronunciation as indicated in a standard dictionary, it will be found that the pronunciation of every word is *misrepresented*. And yet our author says, "an anal'y sis so searching and a practice so thorōugh, as this method requires' on *elementary* sounds, cannot fail to attain' the happiest results' in teaching children correct' articula'tion, and in overcom'ing the brogue of foreigners or the patois (patwâ) of natives." Even in this sentence there is at least one inconsistency and one error, the word "elementary" turning up in a new form of "anal'y sis," and the word "happiest" represented as *happieest*.

I have said sufficient, perhaps, on the question of originality. This question is, indeed, of no great practical consequence, only as it is connected with claims set up for the utility and importance of the thing said to have been invented. Let us, then, next consider this claim.

The author states its advantages in general terms as follows: "It is no exaggeration to say, it will save *nine-tenths* of the time of learning to read; and facts have proved it so." In another place he estimates that the "present method" of teaching a child to read requires from four to five years of his school-life, and then exclaims, "Five years spent in learning to read with facility! — to say nothing of fine intonation and correct emphasis, to which very few men or women ever reach." When some years ago an effort was made by the late Dr. J. W. Stone to induce our Legislature to provide by law for the introducing of the phonotypic method of reading, a method truly philosophical and scientific, a system which

has been perfected by the persevering labors of great masters of phonology, it was estimated that its introduction would save to each generation four hundred thousand years for the purposes of education. But this is a mere bagatelle in comparison with what would be saved by the adoption of the reform now recommended. There are about six million persons of school age in the United States. Allowing four years as the average time of their learning to read by the "present method," the aggregate time required for a generation would be twenty-four million years. "Nine-tenths" of this saved would exceed *twenty millions of years!* And yet the author says in effect, "facts have proved it."

Now for the "facts." What are they? Where are they? This discovery was announced to the world fourteen months ago. So many of the "unlettered classes" old and young to be taught, so many inquiring teachers looking for improvements, so many normal schools and teachers' institutes picking up and disseminating new methods of teaching, and yet, so far as I have heard or read, all the facts which "*have proved*" the utility of this new *organon* of instruction, this "clew to the Cretan labyrinth," this "Copernican view of the phonology of the language," this "rational and scientific method" which was designed to "introduce law where all was thought to be chaos," are those contained in the experiment at Warren Street Chapel. What are the "facts" in this case? Certain respectable gentlemen have certified over their names that the experiment was a success. What those gentlemen assert as *facts*, from their personal knowledge, I shall not presume to dispute; but when they express an *opinion* on an educational question, I do not consider myself bound to regard it as a finality. But other judges were called in, "five or six gentlemen of high reputation and position in educational matters." Their names are not given; but we are told that they "were so far impressed with the results and struck with the simplicity of the means, as to give their names and moral support in anything that could be done to put this method of teaching into practice and repeat the experiment on a larger scale,—all but Mr. Philbrick. He came once, and said he would '*see me again*,' from which I inferred he was not satisfied, but would examine into the claims of this educational experiment. He never came again." The inference was entirely

correct. I have examined into those "claims," and I am still engaged in the same task. The class was composed of intelligent adult Germans. I inquired into their educational antecedents; according to my best recollection, every pupil who was presented as evidence of the success achieved had received a good common school education in Germany. Their minds were disciplined. Their own language was phonic. They had been able, in twenty or thirty lessons, or evenings, to spell out some verses from the Bible, printed in the "phonic text," without knowing generally the meaning of the words, except from their resemblance to words of the same meaning in German. To say that any of those pupils read the text with "facility," *when I heard them*, would not be in accordance with my understanding of that term as applied to reading. I certainly think it could not be the same "facility" which Mr. Zachos says it now takes "five years" to acquire. There is no read-ometer by which we can measure degrees of facility in reading. But I should say that they read the "phonic text" with about the same facility with which I lately heard a class of primarians, from five to six years of age, read the heterographic text of a school book which they had not seen before; and these children had been in school, not five years, but only from two to three months, and they were taught by the "present method," reading being only one of the branches in which they were instructed. It is doubtful if they had actually spent more hours on reading than these Germans had, and besides the German class did not undertake to read the common text; and, moreover, they read, if I am not mistaken, only passages on which they had been drilled. So much for the "facts which *have proved* it so."

If any gentleman is of the opinion that the "facts" of this single experiment afford sufficient ground to warrant his indorsement of the system and all that is claimed for it, and his investment in the joint-stock company to further its introduction, I shall not presume to question his right, either to entertain such an opinion, or to act in accordance with it. But if these "facts" do not happen to impress my mind so favorably, what propriety or justice is there in Mr. Zachos's representing me as opposed "to a fair trial" of his "instrumentality"? The charge is wholly groundless. I only declined to recognize claims which did not appear to me just and well

founded. Has he forgotten that I suggested and favored his first invitation to present his method to teachers in Boston, at the Education Room? Has he forgotten that subsequently I invited him to explain it before a meeting of all the Primary teachers of the city? Have I not on all proper occasions expressed a desire that it should have fair play? And now I say, with the utmost sincerity, that I should rejoice if his claims, in respect to the utility of the "phonic text," could be justified by facts. I am still open to conviction; give me proof, and I will be convinced. In concluding my remarks on this branch of the subject, may I be allowed to inquire, without giving offence, why it is that during sixteen months there has been only one attempt to test so valuable and so simple a thing? We have the certificate from Warren Street for 1864; was so valuable an instrumentality ignored in 1865?

Before proceeding to discuss the theory of the phonic method in general, and the "new phonic text" in particular, I must cull a few choice specimens from these writings of Mr. Zachos, in proof of what I said at the outset, as to matter of which they are composed.

Assumptions. "It is the chief business of a child from six to twelve to learn to read; and but few country children reach this result, even in the common schools of New England, before the age of ten or twelve." "It is not too much to say, that the present difficulties of learning to read shut the gates of knowledge in the face of ninety-nine hundredths of those who cannot have four or five years' schooling in their earlier years, and render such advantages nugatory and vain." "The task set before a child in learning to read is to place before him ten thousand objects, having common resemblances sufficient to confound his sense of distinction, and require him to remember the names of all these objects, without any natural principle of association." "The knowledge of no one word necessarily helps to the recognition of another. You have simply to remember each word as a separate object." "But it will at once be seen that *here* is a definite and limited work compared to the chaos of words, the stultifying repetition, the enormous burden laid upon the memory, in carrying every word by itself as a separate sign of sound, to which no other word gives a clew. This is the common word-method of teaching reading." "I trust it will ere long belong to the Saurian period of

teaching reading." And this is the method so zealously advocated by Mr. Mann as "a far better and more philosophical mode" than the phonic with the *marked text*, which he described only to condemn. Truly, doctors do disagree.

Errors. "The present method exaggerates all the non-phonic elements of the language." How? What are the non-phonic elements of the language? "The pupil who has been taught in the phonic text has a key to every word." Of what *use* is his "key" if he comes to a new word which is not marked, and is not divided into syllables? This query I put to Mr. Zachos more than a year ago, and a satisfactory answer would greatly please me. He says that his "phonic text" is not to be compared with the text of spelling-books, "whose purpose is entirely different." Quite a mistake. The true idea of the spelling-book is to teach to read, or call by sight, the words of the language. The custom of making and using the spelling-book exclusively for spelling off the book is quite modern. Respecting the Chinese language, we find it said that "every word is a separate sign of sound, and there are just as many signs as there are words in the language;" while no less an authority than Müller says, "The Chinese language commands no more than about four hundred and fifty distinct sounds, and with them expresses between forty thousand and fifty thousand words or meanings."

Inconsistencies. For convenience of comparison, a few of these may as well be placed in parallel columns.

"The consonants, with one exception, have almost invariably one sound; the departure from perfect regularity being as one to a hundred."

"Now, we say, if the pupil learns these eighty-three signs, with some little practice in their application, he *has the key to all the words in the language.*" [The alphabet is included in these signs.]

"Our language is *substantially phonic*, or spelled according to a fixed system of signs and sounds corresponding — *provided you take a high view of it.*" [The "Copernican" view, for example!] See April article.

"Very few of the letters represent one invariable sound; hence some of them have to take the office of representing a variety of sounds — with difficulty: the letter by its simple presence cannot reveal the sound for which it stands, *independently of oral instruction for each word!*"

"The knowledge of no one word necessarily helps to the recognition of another."

"The natural tendency to spell by ear, or by the apparent sounds, is a constant source of error."

[In his Primer and circular, the author does not admit, even by implication, that anybody had ever thought of phonic teaching until his Primer was published, or, indeed, any other method that a sane person ought not to be ashamed to use.]

[In the Primer lists of irregular words are presented "to be learned without spelling," i. e., by the word-method.]

"The author of this system makes no monopoly of it, and has no pecuniary interest to serve."

[Has Mr. Zachos offered to relinquish his copy-right? Does he decline to accept any part of the contributions solicited, to defray his own expenses in advocating the system?]

In respect to my February article he says in a letter to me, "I am really obliged to you. You are protecting me from the worst of evils, *neglect* or *indifference*."

To point out all the errors and amusing curiosities of the text of the Primer would occupy much space. I will here allude to one curiosity. It is his direction to the teacher to mind and put the words together, with "proper grouping and pauses," in order "to secure the attention of the pupil to the *sense*." To appreciate this one must see what these *reading lessons* are. I should call them phonico-grammatico-*non-sense*, if it were not for fear of seeming to "use" an improper "spirit" of levity. Here are a few samples for the drill of our primary classes: "A dot can be a blot." "I can flog a dog, but not a frog." "He did beg, as his leg was a peg." "He had a sup from a cup of rum." "A wave cannot pave a cave." "Even a deist can be a hero." "With a smirk he put his dirk in her ribs." The thirty pages of reading lessons for "practice" are composed of this entertaining and instructive kind of reading. I must find room for one little illustration of

In his article in the April number, antedating his circular twenty days, he says, "As for phonic methods of teaching, I know that various methods have been familiar to good teachers for a long time, and are rapidly coming into the better class of our schools."

In his April article he says, "As to the word-method, I trust it will ere long belong to the "Saurian period of teaching reading."

"Entered, according to act of Congress, in the year 1864, by J. C. Zachos." — *Primer and circular*.

"We desire to raise ten thousand dollars, in shares of ten dollars each, for the purpose of printing suitable books [my copy-righted], Primers, Readers, and the New Testament, * * * and to employ teachers and lecturers, [agents to push them.]

In his April article, he tells us that he is "sorry" that Mr. P. should "use" the "spirit" and "expression" he did.

his "true phonology of the language." It occurs in connection with the development of the *digraphs* which has been "hitherto overlooked." "Note to teachers." "It will be seen that two vowels adjacent, in the same syllable, constitute a digraph, and have but *one* elementary sound." Six out of the seventeen *digraphs* of this kind given in Mr. Zachos's list are classed by Worcester as proper diphthongs, in which *both vowels are sounded*. Worcester also enumerates eight more proper diphthongs ["digraphs, two vowels adjacent in the same syllable"], which I do not find at all in this "new alphabet of digraphs." I do, however, find in this "alphabet" *ou* as in out, *ow* as in cow, *oi* as in join, and *oy* as in boy, represented as "digraphs," having "but *one* elementary sound." Then "ar, er, ir, or, ur, = or," are "made digraphs," with *one* elementary sound. This is a specimen of the "new phonology of the language." I grant that this is "original." Is it the "true" phonology? This is the way in which "order has been introduced where all was thought to be chaos." And yet it is claimed that in this method the "analysis is final, the application scientific, and the means simple." For one, I think I shall need a "certificate," signed by at least two pretty good authorities, before I shall admit the finality of this analysis, or that this is the "science" which is to "overcome the patois (patwâ) of natives." For the true meaning of "patois," see Worcester and Webster.

But probably our author will exclaim, "Why quibble about the niceties of pronunciation, while millions are perishing for the lack of the bread of knowledge which my method will give them? My theory is all right. Show that to be unsound, and I will gracefully withdraw my claims." That is what I propose to do as soon as space is allowed me in these pages; for I regard what has now been presented as only a proper and necessary introduction to what is to follow. I do not propose to argue against phonic teaching, for I have been for many years its advocate; but I wish to present it as it is, showing its true nature and limitations. If this can be done properly, it will appear, I think, that Mr. Zachos has presented in his theory nothing new that is of value enough to justify his pretensions.

JOHN D. PHILBRICK.

CONCERNING LETTERS.

THERE are numerous indications that the letter *s* did not have, as used by the ancient Greeks and Romans, the sound of a hissing consonant, but rather of a semi-vowel or breathing.

1. In Greek words, especially in future and aorist tenses, sigma very often united with a vowel, by contraction, to form a diphthong, precisely as epsilon would have done in the same place.
2. In the transfer of Hebrew words into the Greek, sigma took the place of *h*; as *Jeremias* for *Jeremiah*.
3. In the old Latin poets, *s* was often elided, as were vowels by synalœpha, and *m* by ecthlipsis.
4. The genius of both the Greek and Latin languages required that words should end in vowels or semi-vowels; and the fact that so many words in these languages end in *s* indicates that this letter was used, not as a hissing consonant, but rather as a vowel or semi-vowel.

Perhaps if we should articulate *s*, suppressing entirely its hissing sound, we should approximate its ancient sound. But of this we can have no certain knowledge; for "there is no art of embalming sound."

We will add a suggestion in regard to the very common change of an open vowel in a simple word into a closer vowel sound when that word becomes a part of a compound word; as the open *a* in *habes* becomes the close *i* in *prohibes*. We have never seen the philosophy of this change explained in the grammars of the Latin language; but we venture to assign it to the well-known principle of "*compensation*." That is, whenever the number of syllables is increased by composition, there is a tendency to make compensation by substituting for open and broad vowel sounds others that require a smaller expenditure of breath.

c. c. c.

"ALL progression is likely to be made at some expense of consistency. I am much more concerned to be right to-day, than to show that I was right last year or ten years ago."

Resident Editors' Department.

A TALK WITH MY BOYS ON PERSEVERANCE.

MASTER JOHN wishes to know if we may not have another talk together. Yes, boys, if you think it will do you any good.

Well, John, what shall we talk about? *Leave that to me?* Very well. Let me see, — ah, I have it. Let me picture a little scene that pleased me very much this morning.

As I looked out of my chamber window quite early — earlier perhaps than some of you looked out of yours — I saw under a large rose-bush a beautiful robin, whose wings, all sparkling with dew-drops, looked as fresh as the bright spring grass.

The movements of the robin were so unusual as to attract my attention. I soon discovered a piece of cotton string hanging from the bush to which one end was tightly fastened. Now what do you suppose the robin was doing? *Trying to get the string?* Yes, he was. He first seized it in his bill and began to fly away; but in a moment the string jerked him back. Again and again he repeated the attempt, with the same result. Then he seized the string again, and having walked backward as far as he could, he tugged, and pulled, and jerked, now this way, now that way, but all in vain. I tell you, boys, I began to feel a great interest in that robin. I at once respected him. I awoke my boys speedily and called them into my chamber to see this wonderful robin. And we all looked and looked for a long time to see the beautiful bird fly and tug and pull, and try one way and another and another to get that bit of string off the rose-bush. I began to fear that the plucky little fellow would have to abandon his effort in despair; because, you see, I began to compare him with some of my school boys, and thought that they, in his place, would have given up long before. Not a bit of it. That robin worked away, and worked away, without resting a moment, until, after a very long trial, he made one mighty effort, and away he flew triumphantly with the string in his bill. In a minute that string was woven into his nest, which, if found, no boy in this school, I am sure, will disturb.

Boys, how do you like my picture? *First-rate.* I'm glad you like it. Can't we get some good lesson from it. I think it teaches an excellent lesson. What is it, John? *Perseverance.* Good! That's just the lesson.

Now, boys, that robin shall be schoolmaster here a few minutes. Right here on my table stands master robin. O, you need n't laugh. Just imagine that you see master robin right here making a polite bow and saying, "Good morning, young gentlemen." As you do n't understand his language, I will act as interpreter. "I am requested to say a few words to you on the subject of perseverance. I do n't know much about what you study here, because my early education was neglected; but I do know, my friends, that to do anything well you must persevere. I have hard work to make my nest in the flowery spring. You saw how long a time and

how much hard work it cost me, this morning, to get a bit of string. Now just think how many strings, and shreds, and straws, I have to pick up for my nest.

"Then how much labor it takes to put them snugly together so as to hold safely my pretty blue eggs, and, by-and-by, my wee little children. It needs perseverance, boys, to do what I have to do, and let me tell you that poor ignorant robins always practise what I am now teaching. You have your hard work to do, I suppose; all I can say to you is, *Persevere, boys; persevere, persevere.* Do n't steal my eggs, nor stone my nest. *Good-bye, boys, good-bye.*"

There; master robin has flown out of the window. You do n't often hear a bird talk like that, do you? He made a sensible little speech, didn't he? I hope that some of you will profit by it.

Master George, do you remember that you got discouraged over your grammar lesson yesterday, and said you could n't learn it? And when I told you that you must recite it before going home, you soon learned it.

Master Edward, have you forgotten that tough lesson in arithmetic which you were certain you could n't master? You had tried it, and knew it was too much for you. And yet when I encouraged you, and urged you to persevere, you had the good sense to keep trying until you conquered.

And there was master — I wont call his name — who fairly cried over his algebra day after day. He was certain he never should understand it; and begged, with tears in his eyes, that I would let him give it up. "No," I said, and now he is one of the best scholars in his class, simply because I persuaded him to persevere.

On the other hand there are some boys before me — I think I'll not name them — who often fail in their lessons, not because they lack ability, but because they give up too easily. They try a little and get discouraged, and then try no more. Ah, my boys, if you do n't learn to persevere while you are young, you never will succeed in manhood. Success in business, of whatever kind, requires effort — long, patient effort.

High position as a professional man or as a business man is attained only by years of persevering struggles. Now, boys, if you get into the way of giving up at trifling difficulties, or even at serious ones, you never will achieve success in life.

I wish I had time to tell you about some of the men who, after many years of seeming failure, have finally, in spite of poverty and ridicule, accomplished results that made them rich and famous, and were of vast benefit to the world.

But it is time to stop our talk and go to work. Do n't forget the robin, his string, and his lesson. What did master robin teach you? *Perseverance.* Right. Let me see some fine specimens of perseverance to-day.

THE next meeting at the Educational Room will be held on Saturday, June 10th, at 2½ o'clock, P. M.

Subject for discussion: "How can a Teacher best obtain General Knowledge for School-room Purposes?"

MEETING AT THE EDUCATIONAL ROOM.

MAY 6. Mr. Marston, of West Cambridge, in the chair.

Mr. Leland, of Newton Lower Falls, was chosen to preside at the next meeting.

Mr. Howe, of Quincy, and Mr. Stone, of Newton, were appointed to give practical exercises.

An exercise was given by Mr. L. W. Russell, of Watertown, illustrating his method of interesting pupils in the different branches of natural science. He remarked that it does not require an accomplished naturalist to do this. Teacher and pupils can be learners at the same time. A few striking facts, with some general principles of classification, and the *specimen in hand*, are all that is necessary.

We have only to call attention to the richness of the natural world around them, and most children will become eager learners. He had known, in his teaching, scholars to become ardent explorers among the rocks and plants, who, before, had been noted chiefly for their hatred of all learning ; and an interest in this direction had so set their minds at work, that, by its connection with other branches, they had become successful students.

Here is a wide and attractive field for object-teaching of the highest order.

The work of the teacher is to lead to proper habits of investigation, discrimination, and classification, and to assist in getting specimens. No part of school work is easier, more attractive, or more useful, than the collecting of a school cabinet.

He alluded to the progress his own pupils had made in this work. In a few days they obtained by subscription among themselves and friends of the school seventy-five dollars with which to purchase an appropriate case for their specimens.

Many had begun collections of their own.

Nothing is better to cultivate habits of close and accurate observation, to discipline the perceptive faculties, than occasional lessons on specimens in natural history, — and if brought in by the pupil, all the better. The pupil, with a piece of quartz in his hand, will easily be led to discover its distinguishing characteristics. Let him with his jackknife compare its hardness with some softer mineral, as the limestones.

Let him observe the absence of a regular cleavage in breaking, and compare it with feldspar, which has a distinct cleavage, and also contrast the lustre with that of the feldspar. He will observe the color, but he should be told that this is not a test, as it varies so much in this respect. Then all the varieties of quartz that are accessible should be shown ; and points in which they agree and differ should be brought out by appropriate questions. With the agate, onyx, amethyst, cornelian, gunflint, the quartz crystal, etc., at hand, the pupil will be intensely interested in this exercise. Then the uses of the mineral should be told him, or, rather, he should be led to discover them, in part, himself, by such facts and questions as follows :

Sand is mostly quartz in fine particles. What are the uses of sand ? It is used in making glass, in making mortar, cement, and brick, and for moulds for castings.

How many have ever cut their feet or hands by a coarse kind of glass ? Did you know that it was the presence of little bits of this mineral in the blade that gave it its saw-like edge ?

How many have ever seen stalks of grain on low or meadow grounds falling down without ripening the kernels ? Have you noticed that this most frequently happens where there is little grit, or sand, in the soil ? It is the presence of this same

mineral in the grain and grass stalks that gives them their stiffness. What kind of land, then, requires to be sanded? The use and value of the amethyst, cornelian, onyx, etc., in jewelry, should, of course, be alluded to, as also the use of the transparent varieties for optical instruments. A similar method was pursued in regard to feldspar and mica, specimens of each of which the speaker exhibited at the time. These were then shown to be the ingredients of granite.

He also illustrated how easily the nature and names of the different parts of a plant may be learned by reference to a specimen of the trailing arbutus and trillium, with which he was supplied.

The question assigned for discussion was, "Which is the more important — to educate children for the duties of parenthood or for those of citizenship?"

Mr. Marston, the chairman, remarked that a man might be a good parent without fulfilling all his duties as a citizen, or he might discharge his obligations as a citizen, and yet neglect those which belong to a parent. He spoke chiefly in regard to parental duties, including prominently those which relate to the physical training of children.

Mr. Payson, of Chelsea, thought that the question was one that could not be definitely answered. Education for the duties of a parent and education for the duties of a citizen were both essential. When two things were alike indispensable, it was impossible to decide which was the more important. To neglect either was ruinous.

Mr. Kimball, of Boston, argued that the education which fully qualified for the training of children also fitted him for intelligent citizenship.

Mr. Howe, of Quincy, desired to ask, which could do the more harm, an ill-educated statesman, or an ill-educated parent. Whence came our great rebellion, — from lack of correct political instruction, or from lack of parental instruction?

Mr. Wheeler, of Cambridge, said that if a man trained his children so as to secure to them sound minds in sound bodies, and to rightly develop their moral and religious natures, they would, without special education in the duties of citizenship, readily perform those duties.

After a few remarks from other gentlemen, the meeting adjourned.

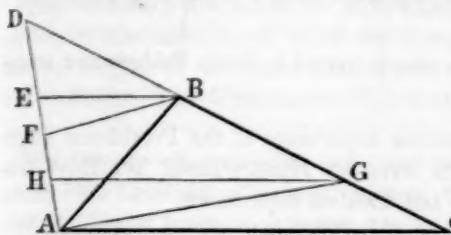
TO THE CHAIRMEN OF SCHOOL COMMITTEES. We are greatly obliged to those of you who have sent to our office copies of your last school reports. Will those who have not so favored us have the kindness to do so as early as may be convenient.

Copies of preceding reports will be gratefully received. We take no little pride in the general high character of Massachusetts school reports, and we desire to have our office supplied with them.

SEVEN schools, besides a central training school, have recently been opened in Madagascar. Christianity is rapidly extending in that island. In the capital there are over seven thousand professing Christians.

TRIGONOMETRICAL.

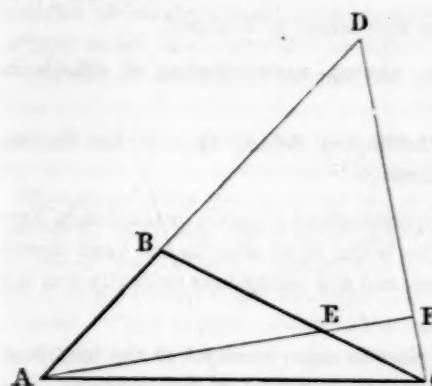
THE original demonstration in the February number of the *Teacher*, though not claimed to be superior to Davies' demonstration, yet, with the following improvement in the manner of showing the line F E equal to half H A, it may well challenge comparison with other demonstrations :



Taking the diagram as given, with the addition of the line G A, which will be parallel to B F (Prop. 16, B. IV.). Now the triangles B E F and G H A, as well as D B E and D G H, are similar (Prop. 21, B. IV.); consequently $D B : D G = B E : G H = F E : H A$; and, as D B is

half of D G, F E is half of H A.

The following demonstration of the same theorem may be new to some readers of the *Teacher* :



Let A B C be any triangle, prolong A B, making B D = B C, measure off B E = B A, join C D, and draw A F through E; then A D = (a + c) and E C = (a - c) and the triangles A F D and E F C are similar, having the angles D = C (Prop. 11, B. I.), A = E each being equal to A E B; consequently the angles F are equal and right angles, and F D and F C tangents of the angles F A D and F A C. But F A D = $\frac{1}{2}(a + c)$ and F A C = $\frac{1}{2}(a - c)$; for the exterior angle D B C = (a + c), and the angle F A D A E B = C + F A C = $\frac{1}{2}(a + c)$; also if from the angle F A D (the half-sum) = A E B = C + F A C we take the angle C, there is left F A C = the half-difference, $\frac{1}{2}(a - c)$, according to the general principle, the difference between the half-sum and the less of two quantities is their half-difference. Hence we have $(a + c) : (a - c) = \text{tang. } \frac{1}{2}(a + c) : \text{tang. } \frac{1}{2}(a - c)$. J. S. R.

INTELLIGENCE.

PERSONAL.

Miss Mary W. Chapin, for many years principal of Mt. Holyoke Seminary, and who last summer was granted leave of absence for one year, has now resigned, and Mrs. Stoddard, widow of Rev. D. T. Stoddard, late missionary to the Nestorians, is now acting as principal.

Rev. J. F. Holden of Illinois, late professor in Middleboro' College, is about to become editorially connected with the *Boston Recorder*.

SPRINGFIELD has just furnished two more volunteer teachers for the freed people of the South. Miss Emily Bliss and Miss Mary Ames have gone to Hilton Head, S. C., as teachers under the auspices of the New England Freedmen's Aid Society at Boston; and Miss Bliss not only gives her services, but pays her own expenses.

J. G. Levette is principal of the high school started in North Bridgewater some few months ago.

Samuel Thurber, principal of the classical department of the Providence High School, has resigned, and is about to leave for Idaho. David W. Hoyt has succeeded Capt. Mowry in the English and scientific department.

A. H. Wenzell has accepted the principalship of the high school in Edgartown.

C. G. M. Dunham, a recent graduate of Amherst College, has become principal of the Centre Grammar School in Edgartown.

Leonard Walker is principal of the new high school in Foxboro'.

John H. French, LL. D., has been elected superintendent of schools in Syracuse, N. Y.

Lysander P. Forbush, late of the Coddington School, Quincy, has become master of a grammar school in West Roxbury.

Hon. Victor M. Rice was re-elected superintendent of public instruction in New York by the legislature in April last. This is the third time he has been chosen to this responsible office. His good sense, zeal and ability have evidently won the hearts of the people of New York.

Hon. E. P. Weston has resigned his place as superintendent of the schools of Maine, and taken charge of the well-known Abbott School at Framingham. The "Abbott's" originated in Framingham, and this school has long been well patronized. The long and varied and happy experience of Mr. Weston as teacher, and in the supervision of the educational interests of the state, together with his scholarship and efficiency, will, we doubt not, insure the continued popularity of this favorite school for boys.

EDUCATIONAL INTELLIGENCE.

AT Paris, recently, an autograph of Tasso was sold, written by the poet of the *Gerusalemme Liberata* in the twenty-sixth year of his age. It is worded as follows: "I, the undersigned, hereby acknowledge to have received from Abraham Levi twenty five lire, for which he holds in pledge a sword of my fathers, six shirts, four sheets, and two table-covers. March second, fifteen hundred seventy. Torquato Tasso."

East Windsor Theological Seminary is to be removed to Hartford, Conn., and fifty thousand dollars is already pledged towards raising an additional endowment of two hundred thousand dollars.

The University of Michigan has nine hundred and fifty-three students. It has no preparatory department. The University has greatly prospered under the administration of President Haven.

THE CORNELL UNIVERSITY. Ezra Cornell, of Ithaca, New York, proposes to endow an institution, to be called the Cornell University, with the sum of half a million of dollars; he wishes to have the buildings up within six months after the bill chartering the University — which is now before the legislature — becomes a law.

Mr. Cornell, who began life as a poor man, has already used his great wealth in enterprises beneficial to his countrymen. He has erected and endowed the Cornell Library at Ithaca, and is now busied with the erection of a college for the instruction of women in medicine and surgery. The object of the Cornell University is "the cultivation of the arts, sciences, and of literature, and the instruction in agriculture, the mechanic arts and military tactics, and in all knowledge." Those branches of learning which relate to agriculture and the mechanic arts, including military tactics, are to have the preference.

The charter enables the corporation to hold property to an amount not over three millions of dollars, places the University in the town of Ithaca, and upon grounds not less than two hundred acres in extent; and grants to the institution the proceeds of the Agricultural College lands given by Congress to New York.

The pupils of the University are to consist of one student from each Assembly district in the state, to be selected for superior merit from the public or free schools in the district. Preference is to be given, when other qualifications are equal, to the sons of those who have died in the military or naval service of the country. These students are to be instructed in whatever branches of knowledge are taught in the University, free of charge; and they are to receive these advantages "as a reward for superior scholarship in the academies and public schools of the state."

Schools for Freedmen in North Carolina. The agents of the American Missionary Association followed closely upon the steps of our armies in Wilmington, N. C., and have opened schools there. Rev. Mr. Coan writes:

"The schools of Wilmington are organized. This work opens largely. Everything looks well. Government aid, rations, etc., are secured. About six hundred day scholars and over three hundred night scholars were enrolled. Teachers must be sent there *immediately*. Gen. Hawley, commanding the district, is very anxious that all should be done that is possible to benefit Freedmen, men of the *right* stamp to manage farms, seeds of all kinds, farming utensils, clothing, etc."

Mrs. Gen. Hawley is making herself very useful at Wilmington. She is organizing the benevolence of the people, and doing much for the refugees and contrabands there.

Idaho. John A. Crittenden, experienced as a teacher and county superintendent, has been appointed superintendent of public instruction in Idaho.

Kansas. The University of this state has a female department, with free use of library and apparatus, and all other privileges of the institution.

Iowa. The State Superintendent of Iowa has decided that a person who cannot speak the English language cannot legally teach in a common school. It is fit and proper that the English tongue should alone be recognized as the language of this nation. The proposal to print our national laws in the German language was for this reason wisely rejected by our national Congress some years ago. Hon. Oran Faville, the superintendent of the schools of Iowa, well says, "A common language in our public schools also tends to strengthen our national ties."

A Book Wanted. At the last meeting of the State Teachers' Association a lecture was given by the Hon. J. White, on "The Nature of our Government." This lecture expanded, made both more minute and comprehensive, would make a much needed manual for our schools. We shall hereafter prize our institutions as never before, and our children should understand better the nature of our government, both State and national. We can name no one better qualified to prepare such a text-book. In behalf of the teachers and scholars of Massachusetts we respectfully invite him to supply this want.

LESSEN THE NUMBER OF SCHOOL BOOKS. The chairman of the school committee in the town of —— writes: "I cannot refrain from thanking you for the expression of the opinion that we have too many serial books on the same subject. The article on this subject in the March number of the *Teacher* is well worthy of the special consideration of all interested in the cause of education. After an experience of twenty-six years as a member of the school committee, I can say that your suggestions accord with the views which I have long entertained, and I am glad to see them thus expressed by one whose extensive observation of our whole school system must add weight to his words."

Phillips Academy. The subscriptions to Phillips Academy, at Andover, now amount to twenty thousand dollars. It is hoped that ten thousand dollars more will be subscribed, which, with the insurance, ten thousand dollars, will amount to forty thousand dollars.

THE trustees of the State Agricultural College have issued an appeal to the people for subscriptions to the amount of one hundred thousand dollars, to insure the permanence of the institution.

A MEETING of the graduates of Harvard college was recently held in Boston, to take action for a public recognition of the services rendered the country by graduates and students of the college during the war of the rebellion.

THE WORST SCHOOL IN TOWN AND HOW IT WAS MADE THE BEST. (First S ep.) In the town of F——, we found a school composed of children of foreigners which is very remarkable for order, interest, scholarship, and devotion to their teacher. Four years ago, "every body says," this was the poorest school in the town in respect to scholarship, the worst in disorder and mischief, and the hardest to govern. Now the report of the school committee says it is the best. In four years the present teacher has entirely changed its character. She has labored with the zeal and spirit of a missionary. Her example and success are so well fitted to give encouragement to teachers of hard schools that we invited her to give the following sketch of her first hour in this school. Her method of influence we may indicate more fully in a future number.

"Well, scholars, as we are strangers to each other, what say you to spending a

little time in chatting this morning, that we may get acquainted? (All look pleased, but no answer.) Here are thirty-nine children and one lady in this room. What has brought us together this pleasant morning, can you tell me? (They answer.) 'To go to school.' Then this is a school. What have you come to school for? 'To learn.' Have you *really* come here to learn? All who have, raise hands. (Every hand was raised.) Now can you tell me what I have come for? 'To teach us.' Yes, I've come to teach you, and I know I shall enjoy it, for you all look smart and bright, and I guess you're pretty good scholars too. (Boys looked at each other, shook their heads, as much as to say, 'She's mistaken.') How is it, am I not good for guessing? (No answer, but the same shake of the head.) Well, then, will you tell me what kind of a school this is? 'The intermediate.' Yes, I know it is the intermediate; but I want to know if it is a *Number One* school. 'No, it is Number Ten.' But I mean, by number one, the *best*. Now I want to know whether this is one of the best schools in town, or is it only a pretty good school? (Several answer.) 'It is the *worst* school in town.' Why, you don't mean that! It can't be that I've engaged to teach the worst school in town, when I want to be a number one teacher of a number one school. I can't believe it! How is it, girls: is it really so? Three of the older girls answered, 'Yes.' One of the boys said, 'The girls do pretty well, but there are some hard boys here.' Why, I don't see any hard-looking boys here! I can't and don't want to believe it! Is it true? Nearly all answer, 'Yes'm.' As many of you that think this the worst school in town, raise your hands. (Every hand was raised.) Then I don't know as I shall stay with you, for I think everything of a good name; and I wouldn't have the name of teaching the worst school in town if you would give me the whole town, bank and all. (Here I arose from my seat, and in a moment I saw that they thought I was going, for such astonished countenances I never saw before.) One of the girls said, 'Perhaps they would do better if they had a teacher they would be *afraid* of.' But I don't want boys and girls to fear me. So I shall never do for this school. She then said, 'I guess you could *make* them mind, though.' *Make* them mind! I want scholars that will do right for their own sake, because *it is right*, not because the teacher *makes* them. Would you like a teacher who would do her duty only when the committee *made* her? No! I want scholars that I can love and respect, and if they won't respect themselves enough to do right without being obliged to, I don't want them. (They all looked troubled and confused.) But I think there is a mistake somewhere. I really think these boys would like to become smart, intelligent men. Yes, men whom I would be proud to say had been members of my school. Is n't it so, boys? (Several answer.) 'Yes.' Now if you will all promise me that you will work with me, and try hard to change the character of this school, aim for nothing short of *Number One*, I will stay; if you do not, I cannot stay another day. All who will promise may rise. (Only one kept his seat.) Willie, what's the matter: arn't you going to try? — 'O yes, I'll try; but you'll never make anything out of this school; they're bad, always was, and always will be.' But you are only responsible for yourself. Every scholar in this school is expected to take care of just *one*, and that one is himself or herself. Will you promise that *you* will do as nearly right as you can? 'Yes; but I know the boys won't keep their promise a week. You'll see in a week what they are.' I am quite sure that there is n't a boy nor girl in this school *mean* enough to promise what they

do not intend to perform. *I know there is n't. Is there?* (All answered, 'No.') Then I will be your teacher. I will do all I can for you, and you are to do all you can for yourselves. You are to work hard to redeem your character. I can't do it for you, and we will take for our motto, 'Be *faithful in every little thing*.'

"At the close of school each day, the scholars who had tried hard to do right were requested to rise. If any failed they would promise to try again next day, and I did not have occasion to punish but one boy that *year*. It was nearly the close of the term before Willie would acknowledge that we could have a Number One school, and he then said, 'I guess we will soon be as good as any in town, but I would n't have believed it though.'"

The late Rev. Samuel Souther, of Worcester, was for many years a successful teacher, and also for several years the earnest and self-denying City Missionary of Worcester. During the years 1862 and 1863 he was a member of the Massachusetts Legislature and was very active in collecting facts in regard to the condition and moral needs of the inmates of our jails and prisons, and in securing more stringent legislation in regard to truants from school. He was a true friend of every measure fitted to elevate the masses and reclaim the wandering. In each of the many interviews which we enjoyed with this devoted and useful man, his zeal in manifold labors for the poor, the erring, and the oppressed, found free expression. His enthusiasm in benevolent labors was from the heart and always without ostentation. We well remember how more than a year since he spoke of the growing conviction that it was his duty to enlist as a private. "I sha'n't accept a chaplaincy, nor any office as I am urged to do. I can do more good as a private. The government needs men to shoulder the musket. Thus I can best encourage volunteering and do most for the country." Soon after he entered the service, came the battle of the Wilderness and the end of his earthly warfare.

We knew him in his once happy home. We are delighted to hear that his two boys aged thirteen and ten are so eager to help and comfort their mother that they rise at three o'clock in the morning to fold and distribute the morning papers and get home in season for breakfast and school. The members of the legislature of 1863 showed their respect for his memory by presenting to his widow three hundred dollars.

BOOK NOTICES.

METHODS OF INSTRUCTION — That part of the Philosophy of Education which treats of the nature of the several branches of Knowledge, and the Methods of Teaching them according to that nature. By JAMES PYLE WICKERSHAM, A. M., Principal of the Pennsylvania Normal School, Millersville, Pa.; and author of "School Economy." Philadelphia: J. P. Lippincott & Co. 1865. pp. 496.

The "introduction" to this volume treats of the reasons for special preparation on the part of teachers, of the "conditioning principles," and of "building the foundation," the last topic embracing the "classification of knowledge," the "genesis of knowledge," and the "order of study."

The main part of the work is divided into seven chapters, which treat of instruc-

tion in the elements of knowledge; in language; in the formal sciences; in the empirical sciences; in the rational sciences; in the historical sciences; and in the arts. The several subjects are discussed with clearness and ability. The author shows himself a master of the theory and art of teaching. We like his systematic, logical way of presenting his thoughts. His book is one of great value. We advise every teacher to get a copy. It can be obtained in Boston of Lee & Shepard.

PHRASIS: a Treatise on the History and Structure of the different Languages of the World, with a comparative view of the forms of their words, and the style of their expressions. By J. WILSON, A. M., author of "Errors of Grammar and Nature of Language." Albany: J. Munsell. 1864. pp. 384, 8vo.

This work is the result of several years of patient, laborious investigation, and of bold, independent thought. The scope of the book may be seen by noticing the subjects of which it treats. Part first contains ten chapters which treat successively of English Grammar; Latin Grammar; History of Nouns; History of Adjectives; History of Pronouns; History of Participles; History of Numerals; History of Verbs; and Etymology. Part second contains nineteen chapters, which treat of the English Language; the German Language; Celtic Languages; Latin Languages; Slavic Languages; Finnish Languages; Persian Languages; Caucasian Languages; Chinese Languages; Semitic History; Indian Languages; Malay Languages; Thibetan Language; Japanese Language; African Languages; American Languages; Abstract Philosophy; and Words Implied.

We have not room this month for anything like a review of the work before us. We have read much of it with deep interest, finding in it many things that are new to us, and some things that conflict with opinions we have hitherto held. We greatly respect the author for the independence of thought displayed in discussing the various topics embraced in the book, and we wonder at and admire the persistent patience and determination which have carried him through the vast labor that is summed up in this volume. A book that has the emphatic approval of so eminent a philosopher and linguist as Dr. Tayler Lewis, of Union College, must surely merit the attention of all scholars in language.

STUDENT AND SCHOOLMATE, and Forrester's Boys' and Girls' Magazine; a Reader for Schools and families. WILLIAM T. ADAMS (Oliver Optic), editor. Published by Joseph H. Allen, Boston.

This capital magazine is so well known to school teachers and pupils that it seems almost superfluous to say a word in its favor. But so great is our personal regard for its distinguished editor, to whom all good boys respectfully doff their hats, and fair girls sweetly smile, and so heartily do we enjoy the perennial *bonhomie* of its genial publisher, who honors us by being our next-door neighbor, that we feel irrepressibly moved to say—as we do in all sincerity—that the *Student and Schoolmate* is a good thing—a pleasant, entertaining, instructive thing; that it is well adapted for use at home and in school; that it is worth the annual "dollar and a half" several times over; and, finally, that if the generous publisher do n't speedily present us—as he does to every new subscriber—with a copy of our friend Oliver's excellent portrait, we shall feel constrained to borrow the one that hangs in our neighbor's office, and possibly we may forget to return

it. We are happy to learn that the *Student and Schoolmate* is on the flood tide of prosperity, pressing on under *full sales*.

A TREATISE ON ASTRONOMY. By ELIAS LOOMIS, LL. D., Professor of Natural Philosophy and Astronomy in Yale College; author of "An Introduction to Practical Astronomy," and of a Series of Mathematics for Schools and Colleges. New York: Harper & Brothers. 1865. pp. 338, 8vo.

The object of this treatise is to furnish a text-book for the instruction of college classes in the first principles of astronomy. The author, with his usual clearness, has expressed every truth in concise and simple language, and has wisely made no more use of the higher mathematics than was absolutely necessary to demonstrate the requisite propositions. He very justly states that he has dwelt more fully than is customary upon various physical phenomena, such as the constitution of the sun, the condition of the moon's surface, the phenomena of total eclipses of the sun, the laws of the tides, and the constitution of comets. Some of the results of recent researches respecting binary stars are given.

This work, although nominally prepared for use in colleges, will be found to be of great use to teachers of high schools, in fact to all persons who desire to keep step with the advance of the sublimest of all physical sciences — astronomy.

A BEAUTIFUL WORK OF ART.—We have upon our table a very beautiful Pen and India Ink portrait of President Lincoln, set in a surrounding of most elaborate design and workmanship, and entitled "THE AMERICAN CRISIS."

The central figure is the bust of Mr. Lincoln. The features are pronounced, by those who knew him intimately, very truthful and lifelike. The countenance is of that benign and thoughtful cast which his friends love most to remember. On the right of this central figure is the hydra monster, Secession, writhing, with gaping mouths, beneath the foot of Liberty, who is crushing him in his onward march. At the bottom is the slave family, just liberated, and rejoicing in a new and free life. The Emancipation Proclamation, very minutely and beautifully executed with a pen, lies before its distinguished author, as if just receiving his benediction, as he sends it forth on its mission of mercy and justice. Just below the proclamation are the riven shackles and broken slave whip. Upon an anvil a sturdy workman is breaking a chain, link by link, while near him lies a very suggestive cone of cannon balls.

At the top of the picture stands the *Temple of Liberty*, in the pure, upper light. Within and around this are the Muses presiding, in their various departments, over all. Around the entire piece is a beautiful wreath of oak, copied from the natural branches which were gathered by the artist's own hands from our free northern woods.

The entire piece is unique and very beautiful; it must be seen and studied to be fully appreciated. It has been photographed by Greer & Maynard of White Plains, N. Y., and is on sale at Childs & Jenks, and Williams & Everett, and by Joseph H. Allen, Esq., at the office of the *Student and Schoolmate*, 119 Washington street, Boston. Miss Emma S. Hutchins, the author of the piece, is a young artist of much promise, and we trust that she may receive a generous remuneration and encouragement from an appreciative public.

Teachers and others who may desire to possess a copy of this beautiful work, or who may desire to act as agents for it in their respective towns, are referred to an advertisement in the present number of the *Teacher*.